Using Learning Assessment Data to Monitor Progress for SDG Target 4.7

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Contents

Abstract

Learning is crucial to reap the benefits of education. Key perspectives of learning show that it happens across the life span, is contextual, and promotes sustainable development (Wagner, 2018). Therefore, as SDG Target 4.7 is key to achieving all the SDGs, we believe that the effective measurement thereof is essential.

The Education 2030 Agenda places learning outcomes at the core of monitoring international education targets. Learning assessments are routinely used to measure learning and provide information on learning outcomes for policy and practice. However, the application and utility of these learning assessments are not without challenges. In this paper, we explore the challenges of producing and using learning assessment data to measure SDG Target 4.7.

Currently, a plethora of information on different types of national, regional, and international assessments is available. Arguments against learning assessments typically refer to a reduction of the curriculum to the topics included in the test only, usefulness of learning assessment data, and comparability between countries and regions.

As learning is influenced by context and practice, we argue that learning assessments need to be flexible, adaptive, and relevant to make them meaningful to all stakeholders and comparable between various contexts. This is particularly important for non-formal and informal learning, especially in the context of globalisation where non-formal and informal education programmes provide the means through which formal education can be complemented, reinforced, or updated through ESD and GCE. Because sustainable development and global citizenship are defined and understood in different ways, locally valid assessments are especially important in measuring SDG Target 4.7.

Introduction

"Investing in education without assessing learning is like paying for a product that you cannot see. Without assessments, it is not possible to know if the investment is supporting learning. Learning assessments are among the least expensive innovations in education reform. A national assessment may cost between US$200,000 and US$1 million. This usually represents less than 0.3% of the education budget of the countries'. (UNESCO Institute for Statistics, 2018)

Learning is the core driver and consistent thread underpinning human development in all societies. Though it is explicitly recognised as part of the United Nations Sustainable Development Goals (UN SDGs), it occupies only a small fraction of the current international development architecture (Wagner, 2018: 259). The reasons include that development programmes are generally driven by economic theory. In addition, learning takes time, and is highly subjective and influenced by culture, making it difficult to measure.

In the context of the SDGs, we highlight four key perspectives regarding learning from Wagner's (2018) work on 'rethinking international education in a changing world':

1. Learning happens across the life span—in and out of school—including formal, informal, non-formal, and unstructured processes.

2. Learning is local; thus, we need to recognise the importance of local adaptation to specific contexts.

3. Effective measurement is essential. Localised measurement is not only quicker and cheaper, but also more meaningful. In addition, understanding what measures and research designs are more meaningful and useful for particular interventions is very important.

4. Learning promotes sustainable development.

The Education 2030 Agenda places learning outcomes at the core of monitoring international education targets. SDG 4 emphasises the importance of measuring learning outcomes in improving policies and positions them at the centre of the monitoring framework for SDG 4. Therefore, learning assessments—through which learning outcomes are routinely measured—are needed to inform UN SDG 4: 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

Learning assessments are an essential element of any education sector monitoring plan, because they provide information on learning outcomes that may be useful for policy and practice. However, many countries worldwide still lack reliable and comparative data on learning outcomes. This paper looks at the challenges of producing and using learning assessment data to measure SDG Target 4.7.

2. Use of Learning Assessments

The value of any data/information lies in how it is used. Data can enable communities to take action and drive change in learning institutions or programmes through community- based monitoring, which is one of the most cost-effective practices to increase both access to learning and learning outcomes (International Commission on Financing Global Education Opportunity, 2017; International Initiative for Impact Evaluation, 2016).

Assessments are among the most cost-effective reforms a country can implement. The International Institute for Educational Planning states that the most improved education systems in the world use learning assessments to systematically inform policy and practice (IIEP-UNESCO, 2018). The IIEP further states that high-quality learning assessment data interpreted alongside other reliable evidence and considered in light of national contexts should inform policies and the education planning cycle (Ramirez, 2018).

On a practical or classroom level, learning assessments link learning intentions—what learners should be able to know, understand, and do as a result of the teaching and learning activities set by the teacher, educator, or instructor—to the actual process of

learning. Learning intention is linked to success criteria built by sharing these learning intentions, emphasising the process of learning. At the policy level, assessment results can be used to inform programme design and for impact evaluation purposes. Learning assessment data and their use are high-priority issues for many international organisations developing new initiatives to overcome these challenges.

Education is a responsibility shared by policy makers, policy implementers, educators, parents/ guardians, and learners. Assessment results can be used to support education systems, policies, and practices. Education means learning, which is key in the social and economic development of any country. Assessments do not only monitor learning, but can also improve learning and raise awareness about the importance thereof. Learning assessments are an evidence-based approach to diagnose problems and challenges as well as to inform policy, programmes, and different stakeholders— including government, politicians, donors, civil society, educators, and parents—and hold them accountable. Countries that have been successful in improving learning usually have strong learning assessments in place (Ramirez, 2018: 8).

The availability and effective use of learning data are essential for diagnosing the health of the education sector, designing appropriate strategies, tracing hidden exclusions, fostering stronger political engagement, and evaluating system progress (World Bank, 2018; UIS factsheet No. 46, 2017). According to the UNESCO Institute of Statistics (UIS) factsheet, used effectively, learning data can potentially reduce inefficiency costs by 5%.

Arguments against learning assessments typically refer to a reduction of the curriculum to the topics included in the test only, teaching to the test (meaning preparing students mechanically to take the tests), blaming teachers for poor results, and school stigmatisation (when school results are made public), among others. However, learning assessments are a robust source of information, because they measure a wide range of skills and collect background information that enables contextualising the results/findings. Furthermore, they can stimulate national debate and garner support for reforms and increasing investment in education.

Even though the number of countries conducting national, regional, or international assessments has significantly increased over time (GEM-UNESCO, 2015), currently, about 100 education systems still do not systematically assess student learning outcomes (UIS factsheet

No. 46, 2017). Furthermore, even when assessment systems are in place, they frequently have various quality issues regarding assessment design and administration (GPE, 2018; UIS, 2018). In addition, many countries that do assess learning are unable to fully use their data for policy making and planning purposes (UNESCO Institute for Statistics, 2018: 8). For instance, of the 121 countries examined in an assessment of capacity to monitor progress toward the SDGs, a third did not possess the data needed to report on children's reading and mathematics proficiency at the end of primary school. Furthermore, around half of participating countries did not possess this data for lower-secondary education (Montoya, 2019).

Multiple reasons explain the limited use of learning data in education policy. The literature identifies barriers including poor dissemination of results, low technical capacities, and financial issues. In some countries, especially low-capacity ones, these reasons are at the core of the poor use of learning data; however, this is not necessarily the case in others where additional variables enter into play. Existing evidence shows that information on student learning outcomes is not always used to inform the formulation or selection of education policy options in developing countries (UNESCO Bangkok, 2017; Best et al., 2013; Kellaghan et al., 2009). This is a crucial issue, as the ultimate value of information is its use, not its production (Custer et al., 2018). The available literature identifies various barriers to incorporating this data into the policy process, such as unfavourable political and institutional settings, lack of technical capacity to analyse the results, ineffective dissemination channels, and irrelevance of the provided information.

It is understood that learning assessment data are generated and used as part of an information ecosystem in which various information systems coexist and interact (Ramirez, 2018). However, there is a well-documented worldwide concern that learning outcomes have not kept pace with the expansion of education. The extent of the learning deficit is largely unknown, because many countries have few systematic data on who is learning and who is not. Learning assessments provide data on the status of learning, which can be used to monitor the quality of systems and student learning outcomes. Regular monitoring can reveal changes over time in response to interventions to improve student outcomes, providing feedback and additional data for decision making.

Within the European education arena, evidence suggests that educators use a mix of traditional methods of assessment and more reflective and performance-based methods such as self-assessment and peer assessment, which capture learners' insights on personal transformation, deepened understanding of critical inquiry, and engagement and civic agency, for example. 'Assessment practices aim to assess both personal growth/integration and social awareness. As part of assessment, educators provide learners with descriptive feedback that guides their efforts towards improvement. Opportunities for self-evaluation and reflective journals and portfolios, as well as for peer feedback, are also encouraged in the assessment process'. [1]

2.1 Methodological Aspects

When assessment systems are in place, they frequently suffer from quality issues regarding assessment design and administration (Montoya, 2019). Flaws in instrumentation, sampling, and analysis can raise questions regarding data validity, causing potential users to pause before acting on findings or to ignore them altogether.

[1] UNESCO (2014). Global citizenship education: Preparing learners for the challenges of the twenty-first century. Paris: UNESCO.

Perception of what the data can or will be used for and the usefulness of the data from learning assessments can largely influence the extent to which it is used, especially in policy. There is a common criticism among countries participat-

1 UNESCO (2014). Global citizenship education: Preparing learners for the challenges of the twenty-first century. Paris: UNESCO.

ing in international and regional assessments of the irrelevance of such assessments to the needs and goals of specific education systems (Montoya, 2019). Therefore, countries often approach this evidence with caution and reservation. For instance, educational planners are in an

intermediary position to act as 'information brokers', where they should understand the technicality and proactively communicate the findings of assessments in a non-technical language to ensure understanding by larger audiences including policy and decision makers (Saito and Van Cappelle, 2010). However, they are not always involved in key aspects of assessment implementation such as instrument construction, sampling design, data collection, and data preparation, which are usually carried out by curriculum/test developers, researchers, and statisticians.

Usually, countries need support on instrument (test and questionnaire) development, sampling, data collection, data analysis, and reporting. Important is to identify in-country individuals with experience performing these tasks and those who can be trained to do them. International technical assistance may be needed to provide hands-on training on key assessment tasks. This can be provided by institutions or individual consultants.

Analyses in Ibero-American countries demonstrated that assessment results are often presented with a degree of 'sensationalisation', which might influence the later use of this data (Schmelkes, 2019). Assessment results can indicate a large gap between curricular objectives and students' actual learning levels. The government should be prepared to mitigate criticism and negative media coverage. For instance, results could be framed as a diagnostic or starting point, and a new policy launched to improve learning.

2.2 Political Aspects

It is critical to ensure political support from stakeholders (e.g. government, policy makers, educators, parents, donors) to make learning assessments viable in a country (Ramirez, 2018). This is because national political contexts can

shape the use of learning assessment data. Benveniste (2002: 89) argues that the evaluation of student achievement is not just a technical tool to diagnose conditions that may affect the education sector.

Assessment is also a political phenomenon that reflects the agendas, tensions, and nature of power relations between political actors. In addition, constraints faced by policy makers, such as a need to reconcile diverging demands from stakeholders (including interactions between stakeholders), timeframes, and financial issues are important.

It is important to ensure that all stakeholders share a common understanding of assessment and its sustainability over time. For instance, a law can specify the purposes and expected uses of the assessment results, governance, institution in charge, and annual

budget. Other policy documents can indicate subject areas, grades, and frequency of administration, and provide information on the assessment plan for the coming years. The way in which regulatory documents (e.g. laws, regulations, Memorandums of Understanding, contracts with assessment agencies) define the foreseen use of learning assessment data and whether different stakeholders are aware of it is important.

Furthermore, it is important to secure sufficient funding to cover the whole assessment cycle including the communication of results. Funding may come from the national budget, donors, or other sources.

A study by UNESCO-IIEP shows that the Gambia has made considerable progress in the use of its assessment data. It has become part of 'business as usual' in the Ministry of Education's operations at the central and decentralised levels. One main condition that has enabled this is strong, high-level political support. In addition, effective formal and informal communication channels have enabled various stakeholders to easily share data for different purposes.

2.3 Technical Aspects

Technical aspects substantially influence the extent to which learning data can meaningfully influence education policies. One frequently quoted technical aspect is the lack of good quality and comparative data. Non-comparability of assessment cycles can make comparisons between countries problematic and difficult. This prevents them from drawing meaningful conclusions regarding the performance of their education systems and unfortunately, the data cannot guide policy formulation or suggest system-level solutions.

Different institutional arrangements are possible, including a unit within the Ministry of Education (e.g. a 'curriculum and assessment' unit or an Education Management Information Systems (EMIS) unit), semi-autonomous examinations office, or university. The institution in charge of the assessment should be accountable to a clearly recognised body, and must have the appropriate resources (e.g. funding, and computers and software) to run the assessment.

3. Types of Assessments

Assessments can be formative (diagnostic to enable teachers to determine whether learning is taking place and make any necessary adaptations to their teaching programme) or summative (to determine whether students have acquired the required knowledge and skills, or to obtain information on the effectiveness of the teaching programme). Assessments take various forms such as classroom tests, homework, quizzes, projects, presentations, and public examinations, or can be large-scale assessments at the national, regional, or international level.

Noteworthy is that different assessments can complement each other.

National assessments	Cross-National and Regional Assessments
More likely to be affected by country politics. Results may not be published or trusted	Independent of country politics. Results are more likely to be trusted.
Usually lower degrees of transparency and credibility. This may negatively impact stakeholder support.	Usually higher degrees of transparency and credibility, which positively impacts stakeholder support.
Allows involving local stakeholders in the assessment and is therefore more likely to ensure their support.	Local stakeholders are less involved in the assessment and therefore, may be less likely to support it.
Usually more aligned with the national curriculum and its learning objectives.	Usually less aligned with the national curriculum and its learning objectives.
May be better suited to measure 'at the right level', given the real (low) learning level of students.	May be too difficult for the students in the country, given their real (low) learning levels.
Technical quality may suffer as a consequence of low local capacity and insufficient resources.	Usually adhere to higher technical standards. The most sophisticated techniques and procedures can be/are used.
The local team may not have access to appropriate training to implement the assessment.	The local team can benefit from high-quality, hands-on training in each step of the assessment. Very valuable in building local capacity.
May be cheaper than a cross-national assessment. Countries need to cost the test development, data analysis, and reporting.	May be more expensive than a national assessment. Countries need to cost participation fees and travels, and assessment Implementation.
May be better suited for accountability purposes (e.g. central and local governments, schools)	Not or less suited for accountability purposes within the country

Table 1: Pros and Cons of National Assessments vs. Cross-National and Regional Assessments [2]

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[2] Source: UNESCO-IIEP, 2018: 22

The UIS identified nine cross-national learning assessments that meet the criteria to measure SDG 4, but only for Target 4.1 Indicator 4.1.1. For Target 4.7, we found that key lessons may be borrowed from the following available assessments.

3.1 International Assessments

A review of available international assessments (UNESCO-UIS, 2018) that could potentially contribute to measuring Target 4.7 revealed that the following might be useful:

3.1.1 Programme for International Student Assessment (PISA) for Development

The PISA is designed to track international education targets in the Education 2030 Framework. It is an OECD initiative that aims to encourage and facilitate PISA participation by interested and motivated low and middle-income countries. Participating countries use this assessment to monitor progress towards nationally set targets for education improvement with a focus on student learning outcomes.

3.1.2 Teaching and Learning International Survey (TALIS)

The TALIS is a large-scale survey of the teaching workforce that examines teaching conditions and learning environments in schools. This international survey aims to provide comparable policy information between participating countries.

3.1.3 International Civic and Citizenship Education Study (ICCS)

The ICCS investigates ways in which young people are prepared to undertake their roles as citizens. This study reports on students' knowledge and understanding of concepts and issues related to civics and citizenship, as well as their beliefs, attitudes, and behaviours.

3.1.4 The People's Action for Learning Network's Citizen-Led Assessments

This assessment involves 14 countries that carry out citizen-led assessments of children's basic literacy and numeracy competencies.

3.1.5 Teaching and Learning: Educators' Network for Transformation (TALENT)

This is a thematic platform to support the implementation of the Framework for Action of SDG 4 in West and Central Africa. It focuses on teaching and learning with a focus on the alignment of curricula, pedagogy, assessment, and institutional environments to support effective learning.

3.2 National Assessments

A review of available national assessments that could potentially contribute to measuring Target 4.7 revealed that Ireland has a potential good practice:

3.2.1 Ireland's Development Education Junior Cycle Citizenship Course Assessment

Within the formal education system in Ireland, an innovative approach to assessing the knowledge and skills needed for sustainable development is evident in the National Council for Curriculum and Assessment (NCCA) specification for a Junior Cycle short course in Citizenship, which under the proposed curricular reforms will become available to all students aged 12–15 years. The Citizenship course aligns closely with Target 4.7, as it aims to 'inform, inspire, empower and enable young people to participate as active citizens' and to build the 'awareness, knowledge, skills, values and motivation to live sustainably' (NCCA, 2013: 4–5).

Assessment is based on students' projects, enabling them to choose what they present for the assessment and how. This promotes a sense of student agency and efficacy, which are important characteristics of active citizenship (Gallwey, 2016: 132).

Where the material used in the assessment tasks derives from issues of genuine interest and concern to students, assessment can contrib-

ute to empowering young people to become more active and reflective citizens (NCCA, 2013: 17). Although other proposed Junior Cycle short courses may not have such an explicit affinity with Development Education, the overall Junior Cycle reforms provide what GENE (2015: 36) described Civic, Social, and Political Education (CSPE) as 'the broadest opportunity for Development Education integration into Irish post-primary education in decades'. Furthermore, there is the possibility to implement learner-centred, empowering assessment across a range of Junior Cycle interventions.

3.3 Local Assessments

A review of available local assessments that could potentially contribute to measuring Target 4.7 indicated three potential good practices:

3.3.1 Reading International Solidarity Centre (RISC)

The toolkit is designed to provide insight into the impact of global citizenship work on a class or group of young people, rather than to form an individual assessment. It is designed to provide insight into the impact of global citizenship work on a class or group of young people, rather than to form an individual assessment.

It draws on 16 short audit activities for small groups of pupils covering the themes of 'understanding diversity', 'making a difference', 'thinking about futures', and 'awareness of the wider world'. It uses a range of techniques including voting, brainstorming, and responding to photographs to develop a snapshot of pupils' understanding of and attitude towards issues such as how to protect the environment, what makes a family, and what you might see in a country in Africa. The activities promote thought and discussion, which are key to revealing knowledge and understanding, and values and attitudes.

The activities are used as a baseline audit, and at the end of a teaching and learning programme informed by the baseline audit, the audit activities are repeated. By comparing and analysing the responses to the baseline and repeat activities, teachers can illustrate changes in values,

attitudes, and understanding.

However, the audit activities are not teaching and learning activities themselves. Rather, they are intended to elicit existing views, misconceptions, and gaps in knowledge, not address them. Therefore, teachers must be prepared for controversial issues that may emerge through the activities, which they should not necessarily challenge, as this would influence the audit.

3.3.2 World Wise Global Schools

The World Wide Global Schools in Ireland use an assessment known as the Global Passport Scheme. It is a voluntary, self-assessed, externally audited accreditation scheme for second level schools invited to collect 'stamps' for their Passport in seven areas:
- Curriculum,
- Extra-Curricular
- Teacher Capacity
- Student Capacity, School Leadership
- Policy & Ethos
- Respectful Relationships

Together, the seven areas create a composite picture of a 'global school', allowing different schools to take different approaches. Progress towards the full 'passport' could be tracked as an indicator of how well school environments are helping to develop the knowledge and skills needed for global citizenship and sustainable development.

3.3.3 SUAS

In their assessment, SUAS collects data using a multi-method approach, which includes participants' self-evaluation using a 'Progression Pathway Rubric'. Participants complete the Pathway at the end of the Global Issues Course and Volunteer Programme. Pathway is designed to support students in reflecting on the various opportunities for continuous engagement, what they have done, and what they would like to do as a result of their participation in the course.

SUAS measures the action dimension not by

what actions are taken, but by how participants engage with action options.

- **OUTCOME:** Participants will be familiar with a range of action pathways they can take to create positive change in the world.

- **INDICATOR:** Change in participants' level of awareness of different ways in which they can bring about positive change.

Scores on a 'participation pathway rubric' are collected from various Development Education projects and collated to track citizens' ability to work effectively for a more just and sustainable world. It suggests a series of seven general action pathways and captures participants' inclination to engage with each.

SUAS also tracks the number of participants who progress through the three strands of the programme and follows up with a proportion of alumni online to ascertain other actions they have taken for their involvement in global citizenship.

4. Proposed Assessment for Target 4.7

Drawing on the aforementioned compilation of assessment types and their utility, our proposed assessment for the measurement of SDG Target 4.7 is a Knowledge Attitude and Practice (KAP) study that can cater for learning outcomes in both formal and non-formal education including lifelong learning. KAP is a representative study of a specific population to collect information on what is known, believed, and done in relation to a particular topic (Alhaj, 2018). As such, it measures transformative changes.

We examined three types of assessments for programmes that deliver Citizenship Education in various forms. A brief synopsis of each is provided in Annex 2, as we compared them with our proposed assessment method. Using a **values-based approach** to indicator development and **thematic template analysis** allows developing

locally valid indicators, which is an important caveat in measuring SDG Target 4.7 because of the different ways in which sustainable development and global citizenship are defined and understood. ESD and GCED are transformative; thus, it is important to measure change in knowledge, attitude, and practice. KAP surveys help to identify knowledge gaps, cultural beliefs, and behavioural patterns that may facilitate understanding and action. They can identify information that is commonly known and attitudes commonly held (Alhaj, 2018). This well matches them as a baseline assessment tool and as an assessment tool for educational efforts such as ESD and GCED. Furthermore, they can identify factors influencing behaviour, the reasons behind attitudes, and assess the communication, teaching, and learning processes and sources key to defining effective messages.

5. Advocacy for Reform on Use of Learning Assessments

Interest in translation research has increased in recent years following the recognition of its importance in relevant knowledge development, dissemination, and action based on results (Oelke, Lima, and Acosta, 2015). The development of persuasive messages is very important. A good advocacy message comprises two basic components: an appeal to what is right and an appeal to the self-interest of the audience (UNICEF, 2010). Initiating policy dialogue for reform in learning assessments, we borrow from a list of suggested topics and questions developed by UNESCO-UIS (2018: 13–15):

5.1 Stakeholder Support

Who wants a learning assessment? Who opposes it? Why? It is critical to ensure political support from stakeholders (e.g. government, policy makers, educators, parents, donors) to make the assessment viable in the country.

5.2 Assessment Champion

Who in the country can be the assessment champion or person leading an assessment reform? This can be a technical or political person with high credibility and capacity to convince key stakeholders (e.g. Minister of Education). The champion must also have management capacity to implement the assessment.

5.3 Previous Country Experience

Has the country ever administered a national, regional, or cross-national assessment? What are the lessons learned? What aspects could be replicated if a new assessment is implemented? What mistakes should be avoided?

5.4 Clarity of Purpose

It is important that stakeholders agree on the purposes of the assessment and how the results will be communicated and used. For instance, will the national assessment measure the curriculum? Is it going to report school results? A steering committee constituted by representatives of key stakeholders (e.g. policy makers, educators, parents, and assessment specialists) should answer these and other key questions. If there is no steering committee, the government should specify the purposes and intended uses of the assessment in consultation with stakeholders.

5.5 National Curriculum

Countries may choose from various types of assessments. A country may decide to participate in a cross-national assessment with global coverage, whereas another may prefer a regional assessment that measures countries from its same geographic area. Another country may opt for developing a new national assessment, while another may consider adapting an already existing national assessment from another country. Another country may consider adapting some of the free assessments available online.

6. Conclusion

The call for global or regional benchmarks to enable comparisons across countries or regions is perhaps more important for policy-level deliberations. However, research shows that single metrics are not always relevant. Metrics for learning need to reflect and speak to local or specific contexts to make data more meaningful and because local teaching institutions are critical components of social and institutional attempts to support learning in formal and non-formal contexts.

Most important is to recognise and acknowledge that learning assessments serve different purposes. Nuanced measurement tools are essential in realistically understanding and measuring learning in different contexts, because they consider local understanding of issues, local knowledge, and local attitudes, which are not always the same.

Learning is our most renewable resource, and learning assessments must be able to measure what we need to know to engage more meaningfully and productively in the world around us. Our proposed approach to measuring SDG Target 4.7, which is discussed in Paper 3 of this series, addresses the often-cited challenge of measuring SDG 4.7 because of its adaptability to the local and cultural context, understanding, and meaning relating to ESD and GCE.

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Annexes

Supporting Education as Development

CLUSTER OF COMPETENCIES (Themes)	CATEGORIES (Proto-Indicators)	INDICATOR CODES WITHIN CATEGORIES (Interpretive Coding)		
KNOWLEDGE (Including reasoning and analysis, media literacy, knowledge and discovery, and use of sources)	Understand global and local sustainable development issues			
	Understand concepts and issues of SD and GC			
	Acquire tools for understanding the world			
	Critical thinking			
ATTITUDE (Including interacting effectively and constructively with others, personal development, self-confidence, personal responsibility, empathy, communicating and listening, and co-operating with others)	See oneself as an active participant in defining positive outcomes for the future			
	Acquire shared universal values			
	Develop an understanding of other people's history, traditions, beliefs, values and cultures			
	Cooperate with people			
	Celebrate diversity			
PRACTICE (Including respect for the principle of justice and human rights, developing a sense of belonging, respect for democratic principles and fundamental social and political processes)	Apply learned knowledge in daily life			
	Be able to cope with situatiosn of tension, conflict, exclusion, violence and terrorism			
	Tolerate, respect, welcome, embrace and celebrate difference and diversity in people			
	Participate and co-operate with others in increasingly pluralistic and multi-cultural societies			
	Promote behaviousr that minimise ecological footprint on the world around us			
	Act to achieve social solidarity			
	Being an active participant			
	Act creatively and responsibly in one's environment			
	Act on global and local sustainable development issues			
	Respond constructively to cultural diversity and economic disparity			
	Acquire technical and professional training			

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